

## University of Groningen

### Change the unchangeable

Harder, A.T.

**IMPORTANT NOTE:** You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

*Publication date:*  
2016

[Link to publication in University of Groningen/UMCG research database](#)

*Citation for published version (APA):*

Harder, A. T. (2016). *Change the unchangeable: Working with young people in residential settings*. Winter school Youth, Society and Policy, Groningen, Netherlands.

#### Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

#### Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.



# Change the unchangeable: Working with young people in residential settings

Annemiek T. Harder ([a.t.harder@rug.nl](mailto:a.t.harder@rug.nl))

<http://www.rug.nl/staff/a.t.harder/>

Winter school Youth, Society and Policy

February 29, 2016



# Residential care settings





# Residential care settings



Living room



Care workers' office



# Youth in residential care

- › Care history ( $\pm 90\%$ )
- › Poor motivation for treatment/change
- › Externalising behavior problems of youth
- › Substance use problems
- › Mainly adolescents 12-18 years old

(Baker & Curtis, 2006; Harder et al., 2006;  
Harder, Knorth, & Kalverboer, 2015)





# Complex and serious problems

*'It is the "crème de la crème" of difficult young people in the Netherlands'*

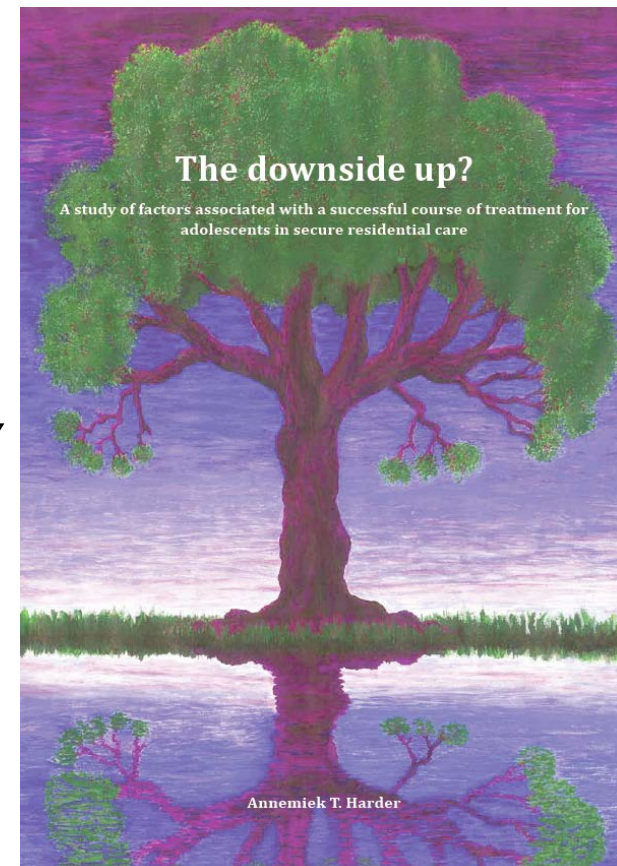
(a teacher in secure residential care)

*'...a variety of bouncing chickens...'*

(a group care worker in secure care)

*'He has received the whole list of ambulant care'*

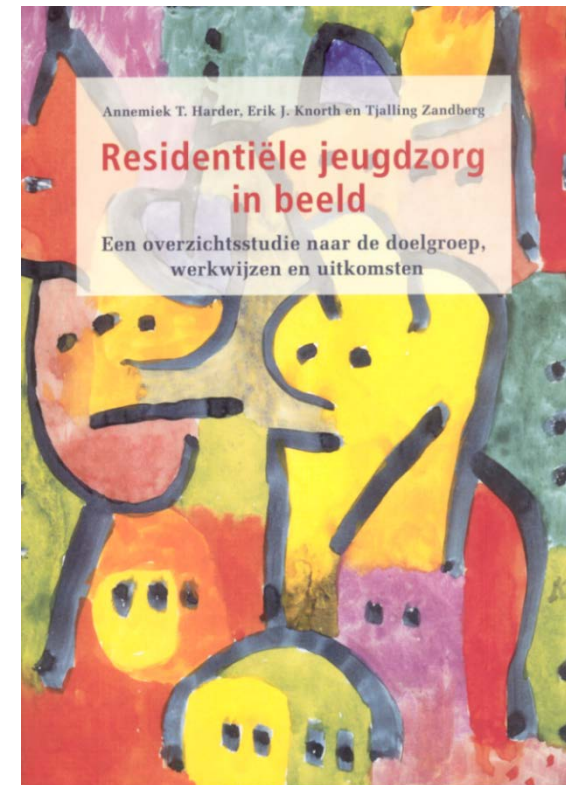
(mother about her 20-year old son in secure care)



(Harder, 2011, p. 25)

# Outcomes of residential care

- › Some youths do show improvement during their stay  
(e.g., Knorth, Harder, Zandberg & Kendrick, 2008)
- › Youth still regularly show problems after departure
- › Recidivism: 30–64% (official numbers)  
62–75% (self-report)



(Harder, Knorth & Zandberg, 2006)



# 1) Intuitive approach

Residential group care workers:

- › act according to their own personal style
- › develop their styles of relating to individual juveniles through “trial and error,” intuition, and by learning from experiences of their colleagues
- › intuitively react to externalizing behavior by a controlling approach using corrective and restrictive actions

(Anglin, 2002; Bastiaanssen et al., 2012; Kromhout, 2002; Moses, 2000; Wigboldus, 2002; Van Dam et al., 2011; Van den Berg, 2000)





## 2) Desirable behavior approach

- › Tendency by care workers to think and act from a normative perspective
- › Care workers focus on promoting desirable behavior of youth during residential care

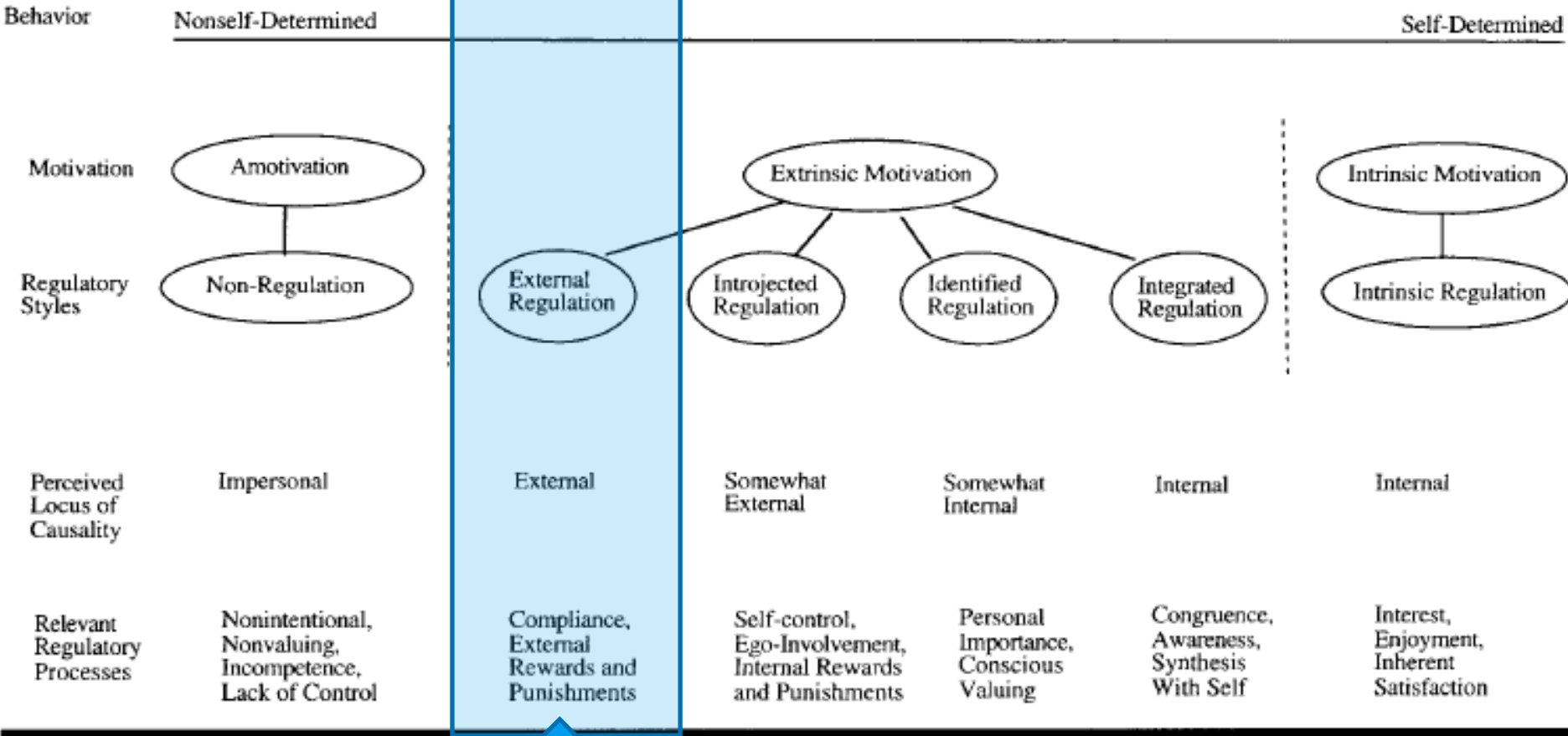
(Abrams & Aguilar, 2005; Abrams, 2006; Englebrecht, Peterson, Scherer, & Naccarato, 2008; Henriksen, Degner, & Oscarsson, 2008)

## 21-10-2016 | 13

Target Behavior	Behavior	Examples
Appropriate Language	<ul style="list-style-type: none"> <li>- Interact with staff and peers appropriately</li> <li>- Using appropriate language at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Talking with a positive tone &amp; respect in your voice</li> <li>- Refraining from teasing, swearing, name calling</li> </ul>

Score Sheet Level 1											
Student:						Week of:					
Target Behavior:											
Subject	Handling Conflict		Positive Attitude		Appropriate Language		Academic Work		Target Behavior From IEP		Bonus
Prompt & Ready											
Prompt & Ready											
Prompt & Ready											

*The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes*



Current treatment approach

(Deci & Ryan, 2002; Gilman & Anderman, 2006; Ryan & Deci, 2000)



# Social desirable behavior

Once the staff like you, your points are going to go up. Once they believe that you're doing it . . . that's when they throw you up all kinds of points. That's basically when they believe that those are your real behaviors. . . . Yeah, like even the people who were about to leave they didn't care about none of that stuff they just figured out what to do and they wanted to go home. (Justin)

(Drumm, Coombs, Hardgrove, Crumley,  
Cooper & Foster, 2013, p. 274)

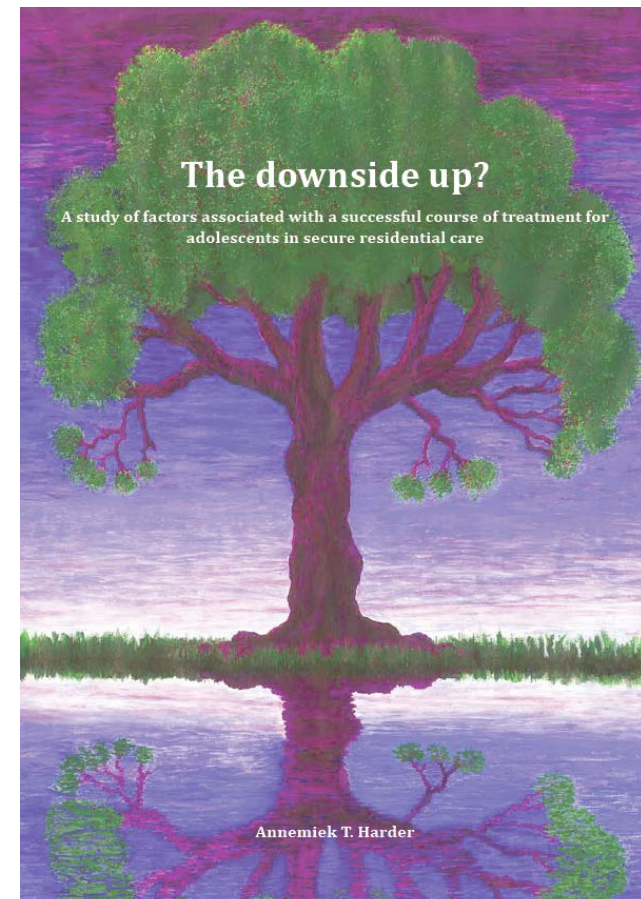


# Social desirable behavior

*'At a certain point there is a  
'click' and then it goes well'*  
(a group care worker about young  
people during secure care)

*"I will never change  
completely the way they want  
it ..."*

(15-year old girl in a secure  
residential care setting)



(Harder, 2011)

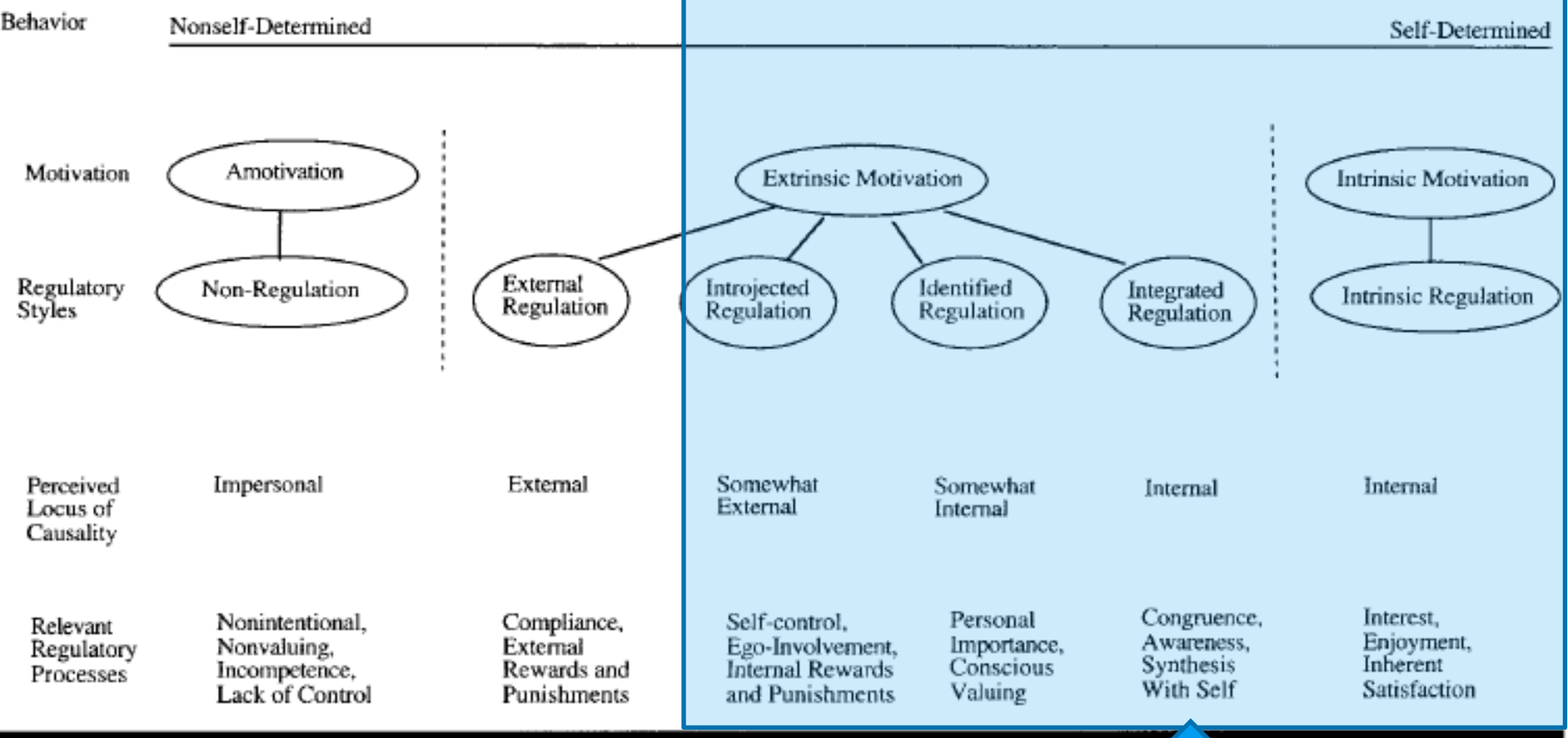


# Motivational Interviewing (MI)

- › MI is a “collaborative conversation style for strengthening a person’s own motivation and commitment to change” (Miller & Rollnick, 2013, p. 12)
- › MI is person- centered and goal-oriented
- › By applying MI skills, a care worker can build an effective, positive relationship with an adolescent that is aimed at increasing adolescent’s intrinsic motivation for change (cf. Harder, 2011; Henriksen et al., 2008)



*The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes*



Motivational Interviewing

(Deci & Ryan, 2002; Gilman & Anderman, 2006; Ryan & Deci, 2000)

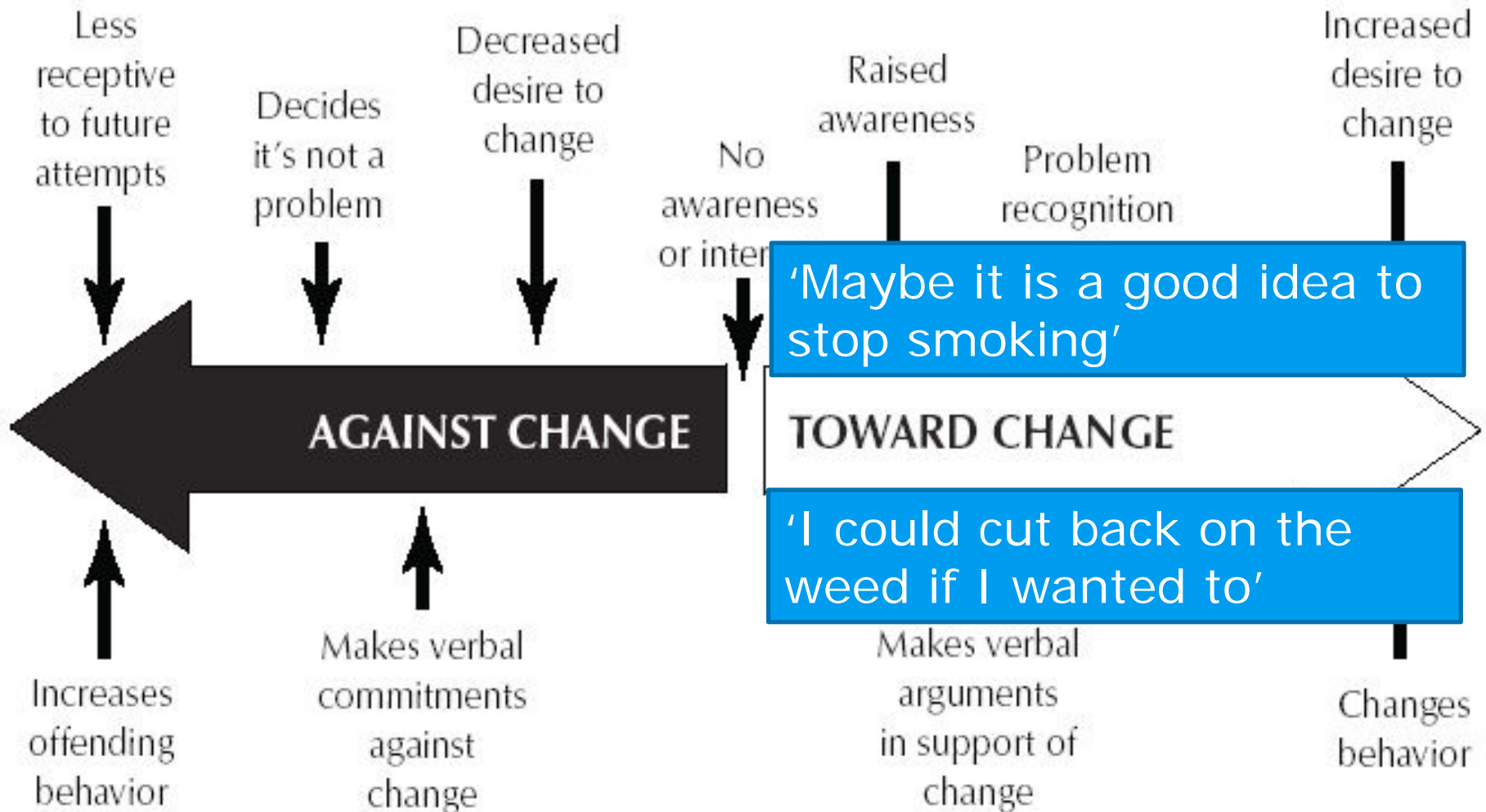


# MI skills: examples

- › Affirming: 'You are working really hard to stop using drugs'
- › Reflective listening: 'You are furious about this'
- › Seeking collaboration: 'I have some information about using drugs and wonder if I might discuss it with you'
- › Emphasizing autonomy: 'You're right, no one can force you to stop using drugs'
- › Persuade with permission: 'From my experience, I think .. might be an option. What do you think about that?'



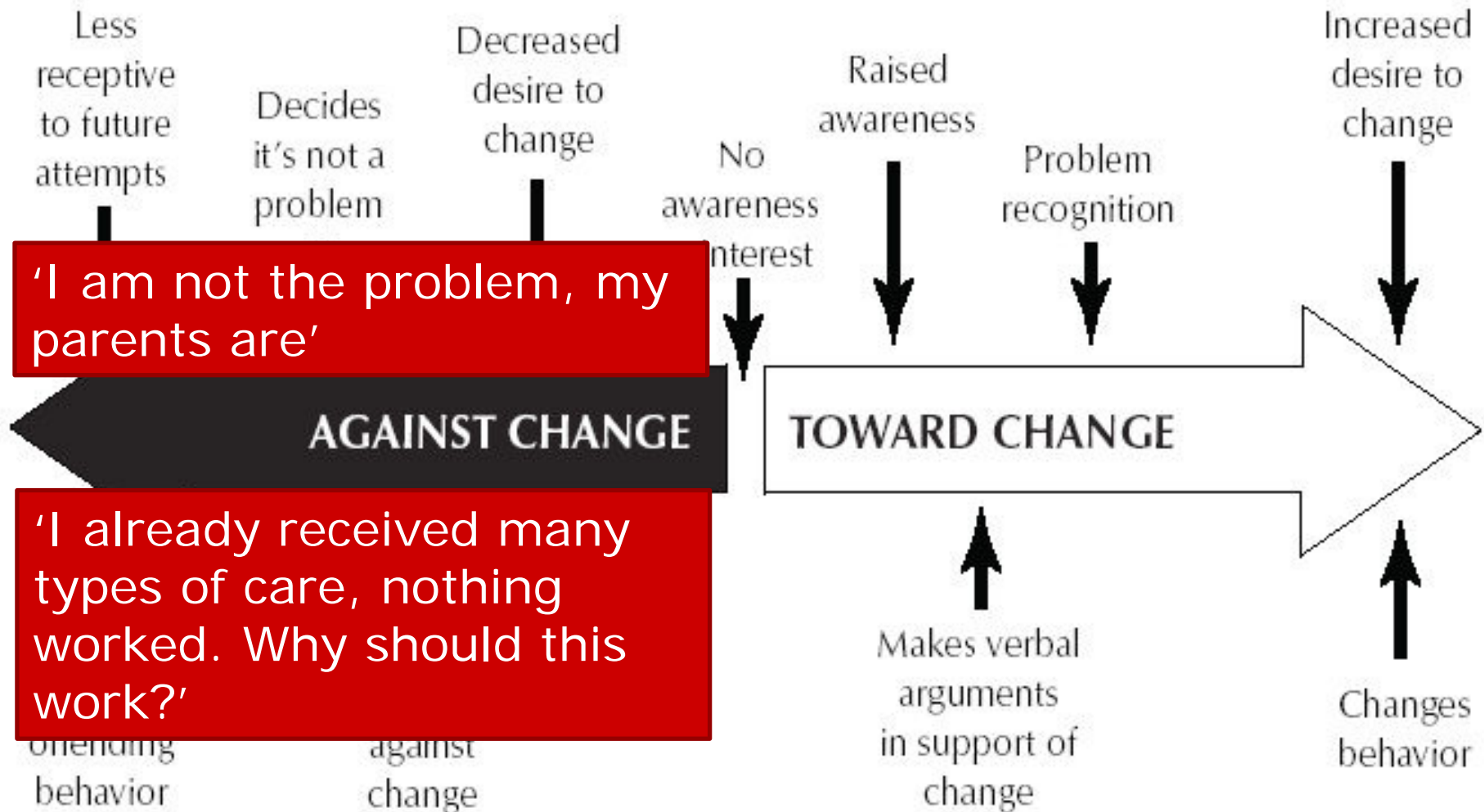
## Change talk





## Sustain talk

21-10-2016 | 24





# MI-inconsistent behavior

- › Persuade: 'Prom my experience, I think that going to school is the best choice for you'
- › Confront: 'You indicated that you typically smoke about one package each day. That is very bad for your health'
- › Associated with poor outcomes

(Apodaca & Longabaugh, 2009)



# MI example

- › Aim: stop drinking
- › On a scale from 0 to 10 with 0 = no motivation and 10 = high motivation, how motivated do you think the adolescent is to stop his drinking behavior?
- › What MI skills do you see?
- › What sustain and change talk do you see?





# Why MI? Target group

- › Successful with comparable problems (alcohol/drugs) (Burke et al., 2003; Jensen et al., 2011)
- › Focused on autonomy: fits well with adolescents (Naar-King & Suarez, 2011)
- › Works better/especially with clients with serious types of problems (cf. Lundahl & Burke, 2009)
- › Works better than confronting with clients showing externalizing behavior (Miller & Rollnick, 2014)

(zie ook Bartelink, 2011; Miller & Rollnick, 2013)



# Why MI? Effectiveness

- › Cost-effective: shorter treatment, same results as other treatment (Jensen et al., 2011; Chanut et al., 2005)
- › Engagement of adolescents (Lundahl & Burke, 2009)
- › Better outcomes after departure: higher intrinsic motivation for change (Miller & Rollnick, 2014)



# Some references

- › Harder, A. T. (2011). *The downside up? A study of factors associated with a **successful course of treatment** for adolescents in secure residential care* (Phd thesis). Groningen: University of Groningen. Can be downloaded from: <http://irs.ub.rug.nl/ppn/334158052>.
- › Harder, A.T., Huyghen, A.M.N., Knot-Dickscheit, J., Kalverboer, M.E., Köngeter, S., Zeller, M., & Knorth, E.J. (2013). Education secured? The **school performance of adolescents** in secure residential youth care. *Child and Youth Care Forum* (first published online). DOI 10.1007/s10566-013-9232-z
- › Harder, A.T., Kalverboer, M.E., & Knorth, E.J. (2011). They have left the building: A review on **aftercare services** for adolescents in residential child and youth care. *International Journal of Child and Family Welfare*, 14, 86-104.



# Some more references..

- › Harder, A.T., & Knorth, E. J. (2014). Uncovering what is inside the 'black box' of **effective therapeutic residential youth care**. In J.K. Whittaker, J. Fernandez del Valle, & L. Holmes (Eds.), *Therapeutic Residential Care For Children and Youth: Developing Evidence-Based International Practice*. London: Jessica Kingsley Publishers (in press).
- › Harder, A. T., Knorth, E. J., & Kalverboer, M. E. (2012). Securing the downside up: Client and care **factors associated with outcomes** of secure residential youth care. *Child and Youth Care Forum*, 41(3), 259-276.
- › Harder, A.T., Knorth, E.J., & Kalverboer, M.E. (2013). A secure base? The **adolescent-staff relationship** in secure residential youth care. *Child and Family Social Work*, 18(3), 305-17. DOI: 10.1111/j.1365-2206.2012.00846.x.



# And even more references...

- › Harder, A.T., Knorth, E.J. & Kalverboer, M.E. (2014). Risky or needy? **Characteristics of adolescents** in secure residential youth care. *International Journal of Offender Therapy and Comparative Criminology* (accepted).
- › Harder, A. T., Knorth, E. J., & Zandberg, T. (2006). *Residential youth care in the picture: A review study on the **target group, methods and outcomes***. Amsterdam: SWP publishers (in Dutch).
- › Knorth, E. J., Harder, A. T., Huygen, A.M.N., Kalverboer, M. E., & Zandberg, T. (2010). Residential youth care and treatment research: **Care workers as key factor** in outcomes? *International Journal of Child and Family Welfare*, 13(1/2), 49-67.
- › Knorth, E. J., Harder, A. T., Zandberg, T., & Kendrick, A. J. (2008). Under one roof: A review and selective meta-analysis on the **outcomes of residential child and youth care**. *Children and Youth Services Review*, 30(2), 123-140.



university of  
groningen

faculty of behavioural  
and social sciences

dept. of special needs education  
and youth care

21-10-2016 |

See also:

<http://www.rug.nl/staff/a.t.harder/>

Contact:

Annemiek Harder

[a.t.harder@rug.nl](mailto:a.t.harder@rug.nl)

